



## ALLENDALE ELEMENTARY

4561 Allendale Fairfax  
Allendale, SC 29810

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	530 Students	
<b>Principal</b>	Sheila Leath	803-584-3476
<b>Superintendent</b>	Dr. Harold McClain	803-584-4603
<b>Board Chair</b>	Mr. Willie Priester	803-584-3627

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Below Average</b>
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

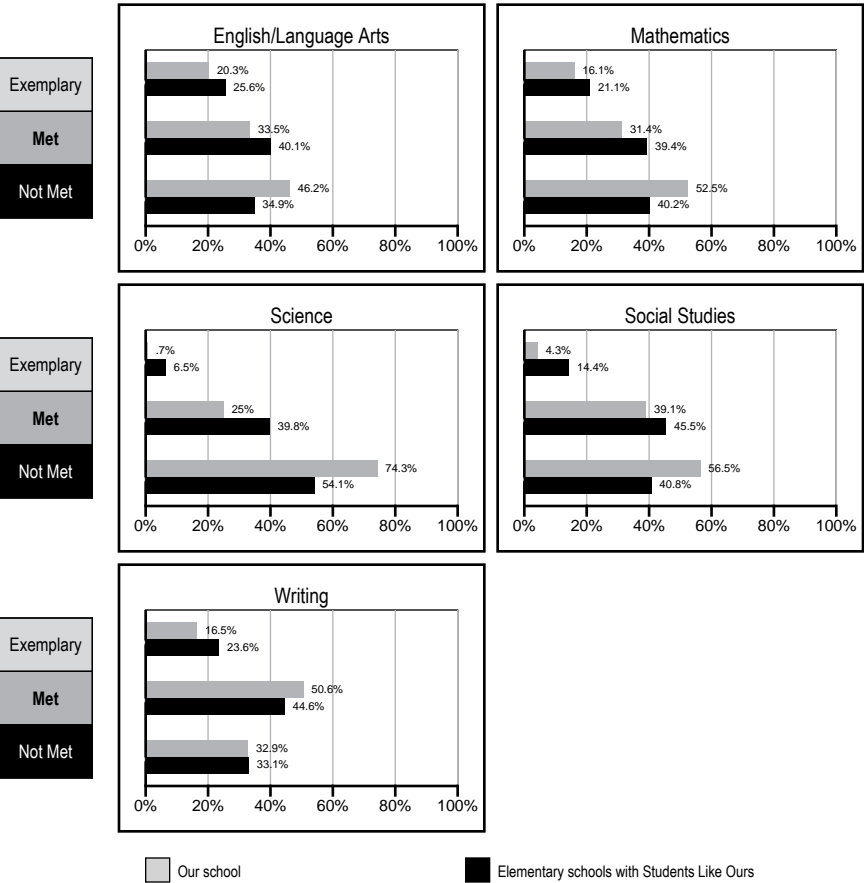
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	73	49	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=530)</b>				
First graders who attended full-day kindergarten	95.3%	Up from 71.9%	100.0%	100.0%
Retention rate	7.2%	Down from 9.8%	1.5%	1.1%
Attendance rate	95.5%	Up from 95.2%	96.0%	96.2%
Served by gifted and talented program	0.0%	No Change	5.1%	13.4%
With disabilities other than speech	1.8%	Down from 4.2%	4.3%	4.1%
Older than usual for grade	3.9%	Down from 5.9%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	48.7%	Up from 40.0%	61.9%	62.5%
Continuing contract teachers	59.0%	Down from 62.9%	81.8%	88.2%
Teachers returning from previous year	78.0%	Up from 76.1%	84.2%	87.8%
Teacher attendance rate	95.6%	N/R	95.2%	95.2%
Average teacher salary*	\$37,970	Down 2.4%	\$45,188	\$46,773
Professional development days/teacher	10.4 days	Up from 9.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 17.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.5%	N/R	90.2%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,082	Down 7.5%	\$8,694	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 69.9%	67.7%	68.4%
Percent of expenditures for teacher salaries**	63.9%	Up from 56.5%	63.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Allendale Elementary has continued to focus on student learning and achievement, despite the challenges facing public education. Knowing our students deserve the opportunity to realize success keeps us determined to move forward.

Through motivation, encouragement and support, we address the needs of the total child so that his/her focus can be productive in the classroom. Our qualified teaching staff, educational initiatives and enriched learning materials support our students along a distinctive path to fulfill their potential as learners.

This year, Success for All, a research based program in the areas of reading and mathematics, was put into place throughout our grade continuum. Support was also provided through programs which occur beyond the normal school day. Extra-curricular activities such as musical productions, Steel Band as well as supplemental instruction and tutoring, give students an opportunity to extend the school day for a variety of after school activities.

We continued our emphasis on the arts by continuing with our Artist-In-Residence in the areas of drama and music. Students performed three musicals during the school year; Frosty, Oliver and Cinderella. The Steel Tigers, the school's Steel Drum Band, performed at several venues including Allendale's Spring Festival, the district Staff Recognition Celebration and the Charleston Carifest Caribbean Carnival. This year the steel band was awarded the South Carolina Caribbean Culture and Heritage Inc. Community Award for their their musical contributions to the festival over the last two years.

Overall, we look forward to continued progress toward success for all of our students. I would like to thank the Allendale Elementary School staff for their dedication, hard work and support in providing our children with a solid academic foundation; giving them the opportunity to achieve to the best of their ability.

Sheila Leath, Principal  
Annette Washington, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	24	69	39
Percent satisfied with learning environment	58.3%	80.9%	73.7%
Percent satisfied with social and physical environment	58.3%	78.3%	63.2%
Percent satisfied with school-home relations	13.0%	85.5%	74.4%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-HOLD
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	12.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	251	98	46	33.6	20.4	66.4	52.8	82.4	No	Yes
<b>Gender</b>										
Male	137	98.5	51.9	34.1	14	58.9	45.8	78.7	N/A	N/A
Female	114	97.4	38.7	33	28.3	75.5	61.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	81.8	88.9	I/S	I/S
African American	244	98	46.1	34.2	19.7	65.8	52.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	53.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	31	83.9	81.8	13.6	4.5	27.3	23.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	46.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	238	97.9	47.3	33.8	18.9	65.8	52.3	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	251	98.4	52.5	31.4	16.1	58.1	49.3	81.9	Yes	Yes
<b>Gender</b>										
Male	137	98.5	59.7	27.9	12.4	51.9	45.8	79.9	N/A	N/A
Female	114	98.3	43.9	35.5	20.6	65.4	53.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	54.5	88.9	I/S	I/S
African American	244	98.4	52.8	31	16.2	57.2	48.7	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	31	87.1	N/AV	N/AV	N/AV	21.7	22.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	238	98.3	54.7	30.5	14.8	56.5	48.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	162	99.4	74.7	24.7	0.6	25.3	24.5	68.6
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**Gender**

Male	93	98.9	77.3	21.6	1.1	22.7	21.6	68.3
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Female	69	100	N/AV	N/AV	N/AV	28.8	28.5	68.9
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**Racial/Ethnic Group**

White	2	I/S	I/S	I/S	I/S	I/S	I/S	80.7
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African American	157	99.4	75.2	24.2	0.7	24.8	24.4	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
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**Disability Status**

Disabled	18	94.4	N/AV	N/AV	N/AV	6.7	14.3	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
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**Socio-Economic Status**

Subsidized meals	153	99.4	76.6	22.8	0.7	23.4	23.5	57.3
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**Social Studies**

All Students	169	97	56.5	39.1	4.3	43.5	37.4	72.5
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**Gender**

Male	88	97.7	58.8	37.6	3.5	41.2	34.1	72
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Female	81	96.3	53.9	40.8	5.3	46.1	41.5	73.1
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**Racial/Ethnic Group**

White	1	I/S	I/S	I/S	I/S	I/S	I/S	81
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African American	164	97	55.8	39.7	4.5	44.2	37.4	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	45.5	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
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**Disability Status**

Disabled	20	75	N/AV	N/AV	N/AV	13.3	15	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	69.7
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**Socio-Economic Status**

Subsidized meals	159	96.9	59.6	37.1	3.3	40.4	36.1	62.9
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Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	88	89.8	29.3	53.3	17.3	70.7	48.8	73.2	95.5	95
Gender										
Male	49	91.8	31	52.4	16.7	69	41.5	67.2	95.5	94.8
Female	39	87.2	27.3	54.5	18.2	72.7	58.6	79.4	95.6	95.2
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	81.5	93.3	93.1
African American	86	89.5	30.1	52.1	17.8	69.9	48.7	61.3	95.6	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	95.8	95.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	93.9	92.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	97	97
Disability Status										
Disabled	16	56.3	I/S	I/S	I/S	I/S	15.8	26	93.2	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	93.5	92.4
Socio-Economic Status										
Subsidized meals	83	90.4	29.6	54.9	15.5	70.4	48.2	63.2	95.5	95

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	87	97.7	47.5	23.8	28.8	52.5
	4	92	100	57	27.9	15.1	43
	5	71	95.8	54.7	29.7	15.6	45.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	85	98.8	40	30	30	60
	4	78	100	49.4	32.5	18.2	50.6
	5	88	95.5	48.7	38.5	12.8	51.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	87	97.7	66.3	23.8	10	33.8
	4	92	100	59.3	27.9	12.8	40.7
	5	71	95.8	57.8	25	17.2	42.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	85	100	58	24.7	17.3	42
	4	78	100	49.4	36.4	14.3	50.6
	5	88	95.5	50	33.3	16.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	43	100	85.4	12.2	2.4	14.6
	4	92	100	67.4	29.1	3.5	32.6
	5	34	100	75.8	21.2	3	24.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	42	97.6	N/AV	N/AV	N/AV	20.5
	4	78	100	N/AV	N/AV	N/AV	32.5
	5	42	100	84.2	13.2	2.6	15.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	42	100	71.8	25.6	2.6	28.2
	4	92	98.9	62.8	32.6	4.7	37.2
	5	36	97.2	59.4	28.1	12.5	40.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	44	97.7	53.5	39.5	7	46.5
	4	78	100	53.2	44.2	2.6	46.8
	5	47	91.5	65.9	29.3	4.9	34.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	86	97.7	57	31.6	11.4	43
	4	94	100	63.2	20.7	16.1	36.8
	5	72	88.9	45	36.7	18.3	55
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	88	89.8	29.3	53.3	17.3	70.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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